



## Progression in Openings and Endings

EYFS	KS1 – As in EYFS plus:	LKS2 – As in KS1 plus:	UKS2 – As in LKS2 plus:
<ul style="list-style-type: none"> <li>· Learn ‘Once upon a time’ or a similar opening.</li> <li>· Learn to end a story in an appropriate way e.g. ‘finally’ or ‘in the end’ plus ‘happily ever after’</li> </ul>	<ul style="list-style-type: none"> <li>· Add more ways to start the story using the ‘time’ starter ‘one’ , e.g. One day; one morning etc.</li> <li>· Add in ‘early’ or ‘late’ e.g. ‘Late one night; Early one morning...’</li> <li>· Use ‘place’ starters e.g. ‘In a distant land; Far, far away; On the other side of the mountain, etc...’</li> <li>· Use other kinds of time starters e.g. ‘Once, not twice; Long ago; Many moons ago...’</li> <li>· End by stating how a character has changed or what they have learned. Or, take your characters home.</li> </ul>	<ul style="list-style-type: none"> <li>· Use a variety of openings incl. fronted adverbials to orientate the reader e.g.: Time: ‘Late one night’ Weather: ‘Snow fell’ Place: ‘In the enchanted forest’</li> <li>· Start by introducing your character and use ‘show’ not ‘tell’ techniques to reveal important facts about their feelings or personality e.g. ‘James trembled as Billy entered the class.’</li> <li>· Start with questions or exclamations to hook the reader’ s interest. E.g. “Scarper!! They yelled. / “What is it?” she whispered.</li> <li>· End by showing how the character has changed or what has been learned i.e. a moral.</li> </ul>	<ul style="list-style-type: none"> <li>· Use a contrast e.g. inside/outside: Outside the sun shone brightly, but inside there was a strange icy feeling.</li> <li>· Use a dilemma, desire or the unexpected.</li> <li>· Suggest that something dangerous might happen e.g. the rickety old house shook violently in the wind.</li> <li>· Suggest something dangerous has happened e.g. smoke rose from the wreckage.</li> <li>· Dismiss a threat e.g. Jane had never believed in witches anyway.</li> <li>· Use figurative language to create a mood e.g. The fog shrouded the houses like.</li> <li>· Use a trigger to catch the reader’ s interest e.g. someone</li> </ul>

		<ul style="list-style-type: none"> <li>· The use of conjunctions e.g. when, before, after, while, so, because...enables causation to be included in the opening/ending.</li> <li>· Use adverbials e.g. therefore, however to create cohesion within and across paragraphs.</li> <li>· Create cohesion and avoid repetition through the use of nouns and pronouns e.g. Sammy and John... they... the boys..., the two friends...</li> <li>· Use paragraphs to organise openings/endings.</li> </ul>	<p>wants something; is warned not to do something; has to go somewhere; is threatened; has lost something; a mysterious parcel arrives.</p> <ul style="list-style-type: none"> <li>· Use a flashback or flash forwards.</li> <li>· End by showing what the main character(s) have learnt or how they have changed. Make a link back to the beginning. Have the author comment on events.</li> <li>· Use modals to suggest degrees of possibility, e.g. They should never have...If they were careful, the children might be able to...</li> <li>· Adverbs can be used to suggest possibility, e.g. They were probably going to be stuck there all night..., they were definitely on the adventure of a lifetime...</li> <li>· Parenthesis can be used to improve openings/endings by adding additional information through the use of brackets, dashes or commas. E.g. Our</li> </ul>
--	--	--	---

			<p>friends, now older and wiser, knew that they had been on the adventure of a lifetime.</p> <ul style="list-style-type: none"><li>· The passive voice can be used to add additional information to openings or endings. e.g. it was possible that..., the map was given to the children by...</li><li>· Use the subjunctive mood to hypothesise, e.g. If the children were to get out of this situation..., if only there were a way to solve this problem..., I wished I were somewhere else...etc.</li><li>· Past perfect progressive forms can be used to give additional detail and to indicate specific points in time e.g. the children had been searching... I had been dreaming of riding a unicorn all my life...</li></ul>
--	--	--	---